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ABSTRACT

In May 1985, a study was conducted by Arapahoe Community College (ACC) to determine the preferences of service area adults for educational opportunities. Questionnaires were mailed to 2,000 randomly selected households and distributed by local libraries, recreation centers, and other nonprofit organizations, soliciting information on interest in enrolling in college-level classes, type of instruction preferred, instructional areas of interest, need for support services, scheduling preferences, knowledge of ACC, and personal characteristics. Study findings, based on a 13% response rate, included the following: (1) 75% of the respondents indicated that they had enrolled or would be interested in enrolling in college-level classes at ACC; (2) business, management, computer science, accounting, and word processing were the top five classes chosen by interested respondents; (3) older respondents tended to be more interested in traditional liberal arts classes than younger ones; (4) career counseling was rated as the most important college service; (5) most adults identified early evening as the ideal time to attend class; (6) 32% indicated they would travel 1 to 5 miles to attend class, and 45% said they would travel up to 10 miles; (7) 53% were interested in noncredit classes offered by the college; and (8) 68% indicated that they or members of their families had visited the ACC campus. The survey instruments are included. (LAL)

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AN ANALYSIS OF THE EDUCATIONAL PREFERENCES AMONG ADULT RESIDENTS OF ARAPAHOE COMMUNITY COLLEGE'S SERVICE AREA

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EXECUTIVE SUMMARY

This study was conducted to provide current information about the preferences of service area adults for educational opportunities provided by ACC. 2,000 questionnaires were mailed to a random sample of households in the college's service area in late May, 1985. Additional questionnaires were distributed through nonprofit organizations throughout the summer.

This study summarizes the population shifts that will continue to occur throughout the 1980's. The majority of growth in the Denver area will occur in Arapahoe, Douglas, and Jefferson Counties, a three county area that comprises the college's service area. Increased levels of disposable income throughout the 1980's will increase the region's affluent reputation.

Demographic characteristics of survey respondents were compared to characteristics of adults living in ACC's service area. These comparisons showed that the sample was not significantly different from the general adult population residing within the college's service area.

Seventy-five (75) percent of the survey respondents indicated that they either have enrolled or would be interested in enrolling for college level classes. The five most frequently mentioned reasons for enrolling, in rank order, include increasing general knowledge, self-improvement, personal satisfaction, preparation for a new job, and improvement of knowledge/skills for their present jobs. Among the twenty-five (25) percent who indicated that they were not interested in enrolling for college courses, the chief reasons, in rank order,

were educational goals accomplished, education adequate for present job, lack of free time, no interest/reason to enroll, and the perception that home responsibilities were too great.

Business, Management, Computer Science, Accounting, and Word Processing were the top five classes mentioned by respondents who indicated interest in enrolling for classes. First choices for ACC classes selected by age subgroups showed a mixed trend. In general, as the age of respondents increased so did preferences for traditional liberal arts classes. Respondents indicating an interest in enrolling for credit classes rated career counseling as the most important college service.

Most adults identified early evening as the ideal time to attend class. Mondays through Thursdays were the preferred days. The most preferred number of classes to take each semester was one. Thirty-two (32) percent of adults indicated that they would travel between 1 and 5 miles to attend class; forty-five (45) percent indicated that they would travel up to 10 miles. Less than eight (8) percent responded that they would travel more than 15 miles. Adults indicated that their first choice for class formats was short-term. The least preferred format was classes through newspapers.

Fifty-three (53) percent of all adults indicated that they are interested in noncredit classes offered by the college. Among subgroups surveyed, senior citizens indicated the strongest preference for noncredit classes.

Sixty-eight (68) percent of all respondents indicated that they, or members of their families, had visited the ACC Campus.

INTRODUCTION

Responding to initiatives to merge institutional planning and marketing established by the College Forum and the President's staff in the Spring of 1985, the Office of Marketing, Planning, and Research at Arapahoe Community College prepared a comprehensive questionnaire designed to measure community educational needs and awareness of ACC. Since no in-depth surveys of ACC's community had been conducted since 1977, college administrators and others in the college community perceived a critical need to sample public perceptions of the college and its offerings for use within the college's strategic planning and marketing processes. The goals of this study were

- To assess adult preferences for the types of educational opportunities ACC might provide
- To determine levels of awareness about the college among service area adults
- To provide measures of adult preferences for educational opportunities and awareness of ACC for integration within the college's strategic planning processes and on-going marketing planning
- To provide visibility for the college's programs and services among survey recipients

The instrument selected to accomplish these purposes (see Appendix A) was adapted from previous questionnaires utilized by ACC, similar instruments used by colleges in the Maricopa Community College District, and from a prototypical community needs assessment instrument proposed by the National Center for Higher Education Management Systems (NCHEMS, 1980):

METHODOLOGY

The survey instrument was mailed to a random sample of 2,000 adults residing within the Arapahoe Community College service area. Mailing labels, which were acquired from a local commercial vendor, were assembled by merging lists maintained by the Colorado Department of Motor Vehicle files, voter registration records and, finally, through lists of households with telephones. The latter screening procedure may have introduced a slight possibility of selection bias to the process of building a random sample. However, given the known mobility of the population in the southern Denver metropolitan area, it was determined that exclusion of the 2 to 3 percent of service area households without telephones was a small sacrifice in pursuit of a current population of prospective respondents from which the sample was ultimately drawn.

Letters containing the survey instrument and a business reply envelope were mailed to prospective respondents in late May, 1985. To maximize response rates, first-class stamps were affixed to each envelope and the names of prospective respondents were typed on envelopes since the use of labels and the appearance of metered mail were judged to be two factors that might potentially be detrimential to response rates. Survey instruments were assigned a unique code to facilitate the subsequent process of nonrespondent follow up.

Two weeks after the initial mailing of questionnaires, nonrespondents were sent a postcard with the President's signature (Appendix B), reminding them of the survey and, in case

of mailing errors or misplacement of questionnaires by nonrespondents, advising them that that they could obtain another questionnaire by telephoning the Office of Institutional Research to request additional copies.

By June 15, 1985, 191 completed questionnaires were returned to the college. Factoring for the questionnaires which were returned by the Postal Service as undeliverable (n=151), the response rate from the mail effort was calculated at 9.7 percent.

Concerns about the generalizability of survey findings across the college's service area prompted the decision to seek ways to increase the number of respondents. Accordingly, surveys and business reply envelopes were distributed to other nonprofit organizations throughout the college's service area, including the Lily Gulch Recreation Center, the Littleton YMCA, the South Suburban Recreation Center, the Bemis Library, and the Chatfield YMCA. These organizations were selected because their clientle were thought to share common values and attributes (e.g., civic-mindedness, propensity to participate in activities outside the home, and familiarity with public service organizations) with the types of individuals who might have responded to the initial mail effort. Feature news stories about the survey and its uses at ACC which appeared in the Southeast Suburban and Englewood Sentinel and the Littleton Independent increased public awareness of this effort. By August 1, 1985, these additional actions netted an additional 57 usable questionnaires and brought the total sample to 247 completed instruments, an overall response rate of 13 percent.

SERVICE AREA DEMOGRAPHICS

The service area of Arapahoe Community College, as defined by the State Board for Community Colleges and Occupational Education (SBCCOE) and the Colorado Commission on Higher Education, consists of a geographical area south of Hampden Avenue (U.S. 285) in the metropolitan area, including appropriate areas of Arapahoe County, southern Jefferson County, and all of Douglas County. At this writing, service area boundaries for all metropolitan area community colleges are under review and it is anticipated that explicit determinations of ACC's easternmost and northernmost boundaries will be considered by the SBCCOE during the winter of 1986. At the time of this survey, however, the entire geographical region, as defined above, formed the basis for defining the population of interest.

Population

It is apparent that the Denver metropolitan area will continue to experience gains in population throughout the remaining years of the 1980's. By 1990, 1.9 million people are expected to live in the six county metropolitan area, an increase of 19 percent over 1980 figures. Although this projected rate of growth is impressive, it will not be proportional across the entire metropolitan area. Arapahoe, Douglas, and Jefferson Counties will lead other metropolitan counties in percentage of population gained (Denver Post, 1984). The projected shift in population among metropolitan area counties during the 1980's is attributable, in part, to the continued increases within the 25-44 age group. By 1990 projections for age cohort show an

additional 134,000 individuals over 1980 estimates (Denver Post, 1984). At the other end of the age spectrum, the number of people 65 and over is expected to increase by 32,000 in the metropolitan area by 1990 (Denver Post, 1984).

The proportional population within the three counties that comprise parts of ACC's service area is displayed in Table 1. Jefferson County's population will exceed the population of Denver County by 1990 while growth in Douglas County will have increased five-fold during the 1980's.

Table 1
1990 Population Estimates and Expected Proportional Gains in Counties Comprising ACC's Service Area

County	1990 Estimate	% of 1980 Metropolitan Population	% of 1990 Metropolitan Population
Arapahoe	380,000	18.1	20.0
Douglas	42,410	1.6	2.2
Jefferson	475,315	23.0	24.9

Source: Denver Post, 1984

As a result of these and other population shifts, Denver County will represent only 26.1 percent of metropolitan area population by 1990, down from 41.6 percent in 1970.

Personal Income

Concomitant with the population shifts to Arapahoe, Douglas, and Jefferson County are corresponding upward shifts in levels of personal income. Throughout the 1980's a 38 percent increase in

personal income is forecast for the metropolitan area. By 1990, per capita income in the six county region is estimated to reach $7,867. In contrast, 1983 figures available from the Denver Council of Regional Governments (DRCOG, 1983) show that per capita income in ACC's service area exceeded $16,000 and that median household in Littleton proper was $31,500. Arapahoe County has attracted national notice as one of the top seven most affluent counties in the United States, and Douglas County is mentioned as a bellwether county in the book Megatrends (Naisbitt, 1982) because, in part, of the affluence and high level of educational attainment among its residents. In 1970, Douglas County accounted for 0.7 percent of metropolitan Denver disposable income; by 1990 it will account for 2.3 percent. The disposable income in Arapahoe and Jefferson Counties will rise 9.5 percent and 5.3 percent, respectively, during this same period.

SURVEY SAMPLE

In order to extend the generalizability of survey results, it is first necessary to compare characteristics of respondents with characteristics of the adult population of ACC's service area. Table 2 displays the correspondence among selected characteristics. Several factors emerge from this data. First, the sample was slightly older than the adult population at large. Second, the sample was more likely to have attended college than were other adults residing in the college's service area. The sample more closely corresponds in both gender and employment

Table 2
A Comparison of Selected Characteristics
among the Survey Sample and among Service Area Adults

Characteristic	Sample	Service Area[a]
Median Age	35-44[b]	33
Gender:		
Male	47.4%	49.0%
Female	52.4%	51.0%
Unemployed	5.7%	4.1%
Education Attainment:		
1-3 Years of High School	3.2%	6.0%
4 Years of High School	7.3%	31.0%
1-3 Years of College	34.4%	26.0%
4 or More Years of College	55.0%	37.0%
Household Income:		
Less than $15,000	5.4%	18.0%
$15,000 to $29,999	18.6%	38.0%
$30,000 to $49,999	42.5%	32.0%
$50,000 and Over	33.5%	14.0%

[a] All Service Area Data Calculated from the Denver Council of Regional Government's Profiles of 1970-1980 Socio-Economic Change by County and Census Tract (April, 1983) and 1983 Population and Household Estimates (August, 1983)

[b] Expressed as age range on questionnaire

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status to respective distributions within ACC's than were adults residing in the service area. Third, respondents enjoy relatively higher proportions of household income than does the aggregate population in the college's service area. Geographical representation of respondents, corresponding to the boundaries depicted on the questionnaire, is displayed in Table 3.

Table 3
Geographical Residence of Respondents

Area	%
West of the Platte River (Jefferson County)	27.9
East of the Platte River and West of Interstate 25 (Arapahoe County)	59.6
East of Interstate 25 (Arapahoe County)	7.5
Douglas County	5.0

Table 4
Occupational Categories among Respondents

Category	%
Professional (engineer, lawyer, teacher)	36.6
Clerical or Office Worker	13.7
Official or Manager (banker, store manager)	13.1
Business Owner (self employed)	9.1
Sales Worker (real estate, salesperson)	7.4
Technician (computer operator, lab tech)	2.9
Semi-skilled (welder, machine operator)	2.1
Skilled (carpenter, electrician)	1.7
Service Worker (custodian, watchman)	1.1
Laborer	0.6
Other	11.4

Tables 4 and 5 provide respondent occupational categories and place of employment respectively. The most frequently

occurring occupational category was "professional," including lawyers, doctors, teachers, and engineers. The least frequent category was "laborer." These results are consistent with occupational profiles for ACC's service area (DRCOG, 1983a), although skewed slightly in the direction of more "prestigious" occupations. Table 5 indicates that the most frequent geographical area of employment among respondents was Arapahoe County, followed by Littleton. A significant proportion of employed respondents (27%) indicate that they commute to Denver or Denver County.

Table 5
Geographical Area of Employment

Location	%
Arapahoe County	25.7
Littleton	17.7
Jefferson County	15.4
Denver County	14.4
Downtown Denver	12.6
Douglas County	4.0
Other	9.7

Higher levels of education, household income, and professional occupations observed among survey respondents are consistent among the types of individuals who are more likely to respond to unsolicited questionnaires. Conversely, the underrepresentation of respondents within the lower ranges of income and educational levels within ACC's service area may be indicative of preferences among this group not to explore educational opportunities or to become involved with institutions of higher

education. Not surprisingly, therefore, seventy-five (75) percent, or 185, of the respondents indicated that they either had attended ACC classes or were interested in enrolling. This group was asked to indicate all reasons why they would enroll for college classes (Table 6). Increasing knowledge and skills was the chief reason for interest in attending ACC; to complete high school (GED) was the least frequent response.

Table 6
Reasons for Enrolling in ACC Classes

%	Reasons for Enrolling
53	Increase general knowledge/skills
52	Improve myself
49	Personal Satisfaction
26	Prepare for a new job
26	Improve knowledge/technical skills for present job
24	Meet new people, get away form daily routine, get involved with something new
9	Obtain promotion/raise in present job
9	Prepare for a new job or career
4	Complete High School

Table 7
Reasons for Not Enrolling in ACC Classes

%	Reasons for Not Enrolling
15	Educational goals accomplished
11	Education adequate for present job
11	Lack of free time
6	No interest/no reason to enroll
5	Home responsilbilties too great
3	Not sure of future job plans
2	Family/personal reasons
2	Undecided about educational goals
1	Transportation problems
1	General dissatisfaction with ACC
1	Enrolled at another college

Twenty-five percent (25%)., or 62, respondents indicated that they were not interested in attending college level classes. Reasons for not enrolling at ACC are ranked in Table 7 and range from "educational goals accomplished" as the most frequently occurring response to "no need to improve present job skills" as the least frequent response.

RESULTS FOR RESPONDENTS INTERESTED IN ENROLLING FOR CLASSES

This section of the study deals exclusively with that proportion of service area adults (75%) who indicated that they would be interested in enrolling for ACC classes and focuses on their preferences for classes, schedules, and class formats.

What Classes?

An important part of the survey asked respondents to choose any and all classes in which they might potentially enroll. Table 8 displays these global preferences among the total sample for types of classes and represents, in the aggregate, market demand by adult residents for particular types of instruction. Leading this list are courses that might be described as "applied," e.g., business, management, computer science, accounting, and word processing. Following these preferences are courses in traditional liberal arts areas including psychology, history, and art.

Table 8
Ranked Frequency of All Classes Chosen among the Total Sample

Class	%	Class	%
Business	25.1	Journalism	5.7
Management	23.9	Commercial Art	5.7
Computer Science	23.5	Electronic Technology	5.3
Accounting	20.2	Retail Merchandising	5.3
Word Processing	18.2	Architectural Tech	4.9
Psychology	17.8	French	4.9
History	17.0	Building Construction	4.5
Art	15.0	Engineering Science	4.5
Interior Design	14.2	Mass Media	4.5
Marketing	13.4	Speech	4.5
Career Development	13.0	Automotive Tech	4.0
Photography	13.0	Biology	4.0
Philosophy	12.6	Medical Office Asstng	4.0
Recreation	11.7	Social Studies	4.0
Real Estate	11.3	Theater	4.0
Landscape Architecture	10.9	Fashion Merchandising	3.6
Speed Reading	10.9	Developmental English	3.6
Economics	10.5	Physics	3.6
Humanities	10.1	Seasonal Park Ranger	3.6
CAD/CAM	9.7	Emergency Medical Tech	3.2
Management Info Systems	9.7	Registered Nursing	3.2
Spanish	9.3	Chemistry	2.8
Financial Services	8.9	Legal Assisting	2.8
Music	8.9	Welding	2.8
Sociology	8.9	Admin of Justice	2.0
Astronomy	8.1	Appliance Service	2.0
Mathematics	8.1	GED Preparation	2.0
Physical Education	8.1	Food Service	1.6
Early Childhood Ed	7.3	Machine Shop Tech	1.6
Study Skills	7.3	Medical Record Tech	1.6
Health	7.3	Ventltn & Air Cndtng	1.6
Geography	6.9	Autobody Repair	1.2
Political Science	6.9	Medical Lab Tech	1.2
Geology	6.1	Marine Engine Tech	0.8
Developmental Math	5.7	Mechanical Tech	0.8
Drafting	5.7		
English	5.7		
German	5.7		

Respondents were also asked to specify their "first choices" for classes they might attend. Table 9 displays these ranked results for the total sample. Tables 10, 11, and 12 report the ranked first choices for classes among selected age categories. Among 25 to 34 Year-Old respondents, courses in career or applied areas were predominant (Table 10). 35 to 54 Year-Old respondents reported that their preferences included occupational courses, but also included more traditional coursework in the liberal arts area (Table 11). Senior citizens preferred liberal arts courses as well as courses such as business, computer science, and accounting (Table 12). Trends among age categories for class preferences are mixed. However, it appears that as age increases, the preference for traditional liberal arts classes also increases. Conversely, among homemakers surveyed, the strongest demand for classes was in accounting, business, and computer science. This trend is indicative perhaps of intentions among homemakers to enter, or re-enter, the workplace with these skills.

Table 9
"First-Choice" Preference for Classes
among the Total Sample

Rank	Class	%
1	Business	12.2
2-3	Accounting	6.8
2-3	Computer Science	6.8
4	Art	4.8
5-7	History	2.0
5-7	Humanities	2.0
5-7	Psychology	2.0

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Table 10
"First Choice" Preference for Classes
among 25-34 Year-Old Respondents

Rank	Class	%
1-2	Business	9.7
1-2	Real Estate	9.7
3-7	Career Development	6.5
3-7	Computer Science	6.5
3-7	Interior Design	6.5
3-7	Registered Nursing	6.5
3-7	Secretarial Science	6.5

Table 11
"First Choice" Preference for Classes
among 35-54 Year-Old Respondents

Rank	Class	%
1	Business	13.3
2	Accounting	9.3
3-6	Computer Science	5.3
3-6	Education	5.3
3-6	Humanities	5.3
3-6	Management	5.3
7-9	Psychology	4.0
7-9	Word Processing	4.0

Table 12
"First Choice" Preference for Classes
among Respondents Aged 55 Years and Older

Rank	Class	%
1	Art	18.8
2-3	Business	12.5
2-3	Computer Science	12.5
4	History	9.4
5	Accounting	6.3

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Importance of College Services

A succeeding portion of the survey instrument asked respondents to rank the importance of college services in their decision to attend ACC classes (Table 13). The most important service specified was career counseling, a factor mentioned also as a first choice preference for classes by 25-34 Year-Olds (Table 10). The demand for career counseling appears strong across all survey subgroups, particularly among homemakers who rated each service as having higher importance than did the total group. Services ranked as unimportant in Table 13 include tutoring, personal counseling, and financial aid.

Table 13
Importance of College Services
in Decisions to Attend Classes

Service	% Very Important	% Somewhat Important	% Not Important
Career Counseling (n=175)	27.9	15.0	27.9
Financial Aid (n=169)	14.6	15.4	38.5
Personal Counseling (n=177)	12.1	23.5	34.4
Tutoring (n=161)	9.3	11.3	44.5

Preferences for Scheduling and Class Formats

In order to arrive at a comprehensive picture of the extent to which ACC classes might be marketed more effectively to adult audiences, it was necessary to determine what days and times respondents preferred for class sessions, the number of classes

they might attend each semester, the distance they might travel to attend class, and the type, or format, of classes most preferred.

Mondays through Thursdays were the most frequently mentioned days to attend class sessions (Table 14). Fridays were less preferred than other weekdays, although 44.1% of the respondents indicated that they would consider Friday sessions. Saturdays followed behind Fridays (33.6%) in preference, and Sunday (12.6%) was the least preferred day among all subgroups. Homemakers, however, appeared to prefer Sunday classes at a higher rate than the total group.

Table 14
Preference for Days to Attend Class

Days	%
Sundays	12.6
Mondays	55.5
Tuesdays	60.7
Wednesdays	57.9
Thursdays	59.9
Fridays	44.1
Saturdays	33.6

The majority (50.6%) of the respondents indicated that early evening was the best time of day to attend classes (Table 15). The second most preferred time of the day, although first preference for senior citizens and homemakers, was mornings; the least preferred time of the day among the total sample was early mornings, followed by afternoons and late evenings.

Table 15
Preference for Time of Day to Attend Class

Time of Day	%
Early Mornings	15.0
Mornings	28.3
Afternoons	18.6
Early Evening	50.6
Late Evening	20.2

Table 16 displays adult preferences for the number of weekly class meetings. The most frequent choice expressed was for two meetings each week, followed very closely by a preference for one meeting each week. A dramatic drop was recorded in preferences to meet three times a week. Thirteen (13) percent of the sample indicated that any combination of the foregoing weekly scheduling was acceptable. No significant differences among males and females were recorded, although senior citizens appear to have a distinct preference for only one class each term.

Table 16
Preference for Number of Days
for Class Meetings

Number of Days	%
Once a Week	34.8
Twice a Week	37.0
Three Times a Week	4.7
Any Combination of Above	13.0
Other	0.5

Respondents were also asked how many classes they would attend in a semester (Table 17). The highest preference was for one class each term; the second most frequent response--for two classes each term--was about half of the preference expressed by

respondents for enrolling in only one class each term. The third highest response was for five or more classes each term.

Table 17
Preference for Number
of Classes Each Semester

Number of Classes	%
One Class	48.7
Two Classes	27.5
Three Classes	7.4
Four Classes	2.6
Five or More Classes	13.2

Respondents were also asked how far they would travel to attend classes. These results are displayed in Table 18 and indicate that the majority of adults surveyed travel up to 10 miles to attend classes. Fewer adults would drive between 11 and 15 miles and still fewer would drive beyond 16 miles to attend class. The pattern of response among individuals living east of I-25 indicates that they would drive further to attend class than would individuals living in any of the three other geographical areas surveyed. No significant differences between males and females was recorded.

Table 18
Preference for Distance to Travel
to Attend Classes

Distance	%
1 to 5 Miles	32.3
6 to 10 Miles	45.3
11 to 15 Miles	14.6
16 to 20 Miles	4.2
More than 20 Miles	3.6

Table 19 displays the preferences for the types of classes among the respondents. The category "short-term classes," i.e., those classes which are shorter in duration than the standard fifteen week term, was the most preferred format. Preference for short-term classes was followed closely by preference for conventional classes, i.e., those classes lasting the full term.

Table 19
Preference for Types of Classes

Format	%
Short-Term Classes	43.3
Conventional Classes	41.7
Conferences/Workshops	26.7
Combination of Work Experience/Class Meetings	25.5
Correspondence/Independent Study	17.8
Telecourses	17.4
Classes at Work	8.5
Classes in Local Newspapers	3.6

The third choice among respondents was for classes in a conference/workshop format, followed closely by classes that are a combination of work experience and class meetings. The least frequent response was for classes in local newspapers.

RESULTS FOR THE TOTAL SAMPLE

This section of the report traces the attitudes of both adults who indicated that they would consider attending ACC classes and those who indicated that they would not. Unlike the previous section of the report which dealt with questions

which were germane to only adults who expressed interest in attending college classes, the present section deals with all survey respondents.

Demand for Noncredit Instruction

Among the total group fifty-three (53) percent indicated that they would be interested in enrolling for noncredit classes. The demand for noncredit classes was particularly strong among respondents aged 55 and over, sixty-four (64) percent of whom expressed interest.

Contact with the Campus

Sixty-eight (68) percent of the respondents indicated that they, or a member of their family, had visited, or been on, the ACC campus. Table 20 displays the reasons adult service area residents, or their families, report for visiting the main campus. Attendance in credit or noncredit classes drew the largest response both for respondents and for their families. The Colorado Gallery of the Arts, conferences/workshops, cultural activities, and community events, e.g., Western Welcome Week, were cited more frequently than other responses. The least frequent reasons given were club meetings and campus tours for family members.

Awareness of Special Instruction

Respondents were asked to specify whether they were aware of particular types of instruction offered by ACC. Table 21 indicates that service area adults are more aware of Off-Campus classes, classes at the Area Vocational School, and telecourses than they are of classes through newspapers and study tours.

Homemakers surveyed indicated that they were aware of telecourses (42%) and off-campus instruction (55%), in much higher proportions than the total group.

Table 20
Purposes for Visiting the ACC Campus

Purpose	%
Campus Tour--Self	3.6
Campus Tour-Family Member	2.6
Club Meeting--Self	3.6
Club Meeting--Family Member	0.8
Colorado Gallery of the Arts-Self	9.7
Colorado Gallery of the Arts--Family Member	5.3
Conference/Workshop--Self	8.9
Conference/Workshop--Family Member	4.0
Credit Course--Self	21.9
Credit Course--Family Member	17.8
Cultural Program--Self	7.7
Cultural Program--Family Member	3.6
Speaker Program--Myself	8.5
Speaker Program--Family Member	2.8
Noncredit Course--Myself	15.0
Noncredit Course--Family Member	6.1
Sports Event--Myself	2.8
Sports Event--Family Member	3.6
Community Activity--Myself	3.6
Community Activity--Family Member	6.9

Table 21
Awareness of Special Types of Instruction

Type of Class	%
Area Vocational School	26.7
Telecourses	23.5
Classes Through Newspaper	4.0
Off-Campus Classes	35.6
Study Tours	7.3

Respondents were asked to indicate the best way to inform them of courses and activities offered in the areas in which they live (Table 22). An overwhelming preference was recorded for direct mail (91.1%). Respondents rated advertisements in their local papers a distant second (21.1%), ahead of posters in libraries (8.5%) and radio announcements (6.9%). No distinct deviation from the preferences of the total group was noted for any one subgroup surveyed.

Table 22
Preference for Informing Prospective Students About ACC Courses and Activities

Direct Mail to House	91.1
Advertisements in Local Papers	21.1
Radio Announcements	6.9
Posters in Local Libraries	8.5

REFERENCES

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APPENDIX A

THE SURVEY INSTRUMENT

Arapahoe Community College

ACC wants to know!

5900 South Santa Fe Drive, Littleton, Colorado 80120 (303) 794-1550

EDUCATIONAL NEEDS SURVEY

South Metropolitan Area

We know that you are busy and that you don't need (or want) another intrusion on your time. However, your opinion is extremely important to us. As a resident of the south metro area, you can help us determine what type of educational programs and services to offer you.

In this questionnaire, we are asking you to share your thoughts about taking college level courses, the type of courses you would like to have offered in your area, and how ACC can best meet your needs. The information you provide will be used to determine how much interest south metro residents have in taking college level courses and to see what programs are in demand. For this reason, we would like an **adult member** of your household to complete this survey.

We would sincerely appreciate it if you would answer all the questions and return the survey form in the postage paid envelope. Even if you have no interest in college courses, we want to hear from you. However, if you can't (or don't want to) answer some of the questions, we will understand.

Each questionnaire has been assigned a unique code to facilitate processing. Please be assured that your responses to the survey will be completely confidential. In no instance will individual responses be identified or reported.

If you would like additional copies of the questionnaire for other adult members of your household, please contact the Research Office at ACC, 797-5719.

The questionnaire should ordinarily not take longer than fifteen minutes to complete. After completion of the questionnaire, please remember to return it to Arapahoe Community College in the enclosed envelope within seven days.

We sincerely appreciate your cooperation in this project.

James F. Weber
President

INFORMATION REQUEST

If you would like to receive further information about specific courses, programs, or ACC in general, fill out the enclosed information request form below and return it with your questionnaire. All information will be mailed to you free of charge.

(Please Print)

Name_____ Phone_____

Street_____

City_____ State_____ Zip Code_____

General Information

☐ Admissions Application ☐ Facts About ACC ☐ Class Schedule for Next Semester ☐ Financial Aid Information

For further information telephone the Admissions Office. (303) 797-5621.

QUESTIONNAIRE BEGINS INSIDE

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Note: Your Responses Will Be Kept Confidential

Please read each item and check the box ☑ beside the most appropriate alternative. Mark only ONE answer per item unless otherwise directed.

ABOUT YOUR INTERESTS:

The purpose of Arapahoe Community College is to provide easy access to a broad range of quality educational programs and services desired by the residents of the area at the lowest possible cost. The education and training provided by Arapahoe Community College is intended to help individuals obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and the effective use of leisure time.

1. Given this overall purpose of ACC, would you be interested in enrolling for college level classes?

1 ☐ YES

(If you are interested or have attended ACC classes in the past)

2 ☐ NO → (If you are not interested)

2a. Why are/were you interested in enrolling? *(Check ALL reasons that apply.)*

EDUCATIONAL
1 ☐ To work toward a degree
1 ☐ To increase my general knowledge and skills
1 ☐ To prepare to transfer to a four-year college
1 ☐ To complete high school (GED)

OCCUPATIONAL
1 ☐ To prepare for a job
1 ☐ To prepare for a new job or career
1 ☐ To obtain a promotion and/or raise in my present line of work
1 ☐ To improve my knowledge and the technical skills required in my present job

PERSONAL
1 ☐ To meet new people, get away from daily routine, get involved in something new
1 ☐ For personal satisfaction
1 ☐ To improve myself

OTHER *(please specify):*
1 ☐ _____
1 ☐ _____

2b. Are there specific reasons why you are not interested in enrolling? *(Check ALL reasons that apply, then skip to Question 10.)*

EDUCATIONAL
1 ☐ Educational goals accomplished
1 ☐ Enrolled at another college
1 ☐ General dissatisfaction with college
1 ☐ Undecided about my educational goals

OCCUPATIONAL
1 ☐ Education I have is adequate for my job
1 ☐ No need to improve present job skills
1 ☐ Not sure of future job plans

PERSONAL
1 ☐ Home responsibilities too great
1 ☐ Family and/or personal reasons
1 ☐ Financial reasons
1 ☐ Lack of free time
1 ☐ No interest - no reason to enroll
1 ☐ Transportation problems

OTHER *(please specify):*
1 ☐ _____

Skip to Question 10

3. If you were to enroll in a course offered by ACC, what type of instruction would you prefer? *(Check ALL types of instruction that you would prefer.)*

1 ☐ Conventional classes - classroom lectures
1 ☐ Short term classes - intensive instruction
1 ☐ Classes broadcast on television
1 ☐ Classes offered through local newspapers
1 ☐ Classes offered where you work
1 ☐ Conferences or workshops
1 ☐ A combination of work experience and class meetings
1 ☐ Correspondence study - independent study

4. How far from your home would you travel to attend classes?

1 ☐ 1 to 5 miles 2 ☐ 6-10 miles 3 ☐ 11-15 miles 4 ☐ 16-20 miles 5 ☐ 20+ miles

5. The following is a list of general instructional areas at Arapahoe Community College. *(Check ALL areas which interest you.)*

Business
01 ☐ Accounting
02 ☐ Banking and Finance
03 ☐ Business
04 ☐ Economics
05 ☐ Fashion Merchandising
06 ☐ Financial Services
07 ☐ Legal Secretary
08 ☐ Management
09 ☐ Management Information Systems
10 ☐ Marketing
11 ☐ Real Estate
12 ☐ Retail Merchandising
13 ☐ Secretarial Science
14 ☐ Word Processing

Developmental (Basic Skills) Education
15 ☐ Career Development
16 ☐ English
17 ☐ GED Preparation
18 ☐ Math
19 ☐ Reading
20 ☐ Speed Reading
21 ☐ Study Skills

Health Careers
22 ☐ Emergency Medical Technology
23 ☐ Medical Office Assisting
24 ☐ Medical Laboratory Technology
25 ☐ Medical Record Technology
26 ☐ Registered Nursing

Health, Physical Education, and Recreation
27 ☐ Health
28 ☐ Physical Education
29 ☐ Recreation

Language and Humanities
30 ☐ Art
31 ☐ English
32 ☐ French
33 ☐ German
34 ☐ Humanities
35 ☐ Journalism
36 ☐ Mass Media
37 ☐ Music
38 ☐ Philosophy
39 ☐ Photography
40 ☐ Spanish
41 ☐ Speech
42 ☐ Theatre

Public Service Careers
43 ☐ Administration of Justice
44 ☐ Early Childhood Education
45 ☐ Legal Assisting
46 ☐ Police Academy
47 ☐ Seasonal Park Ranger

Science and Mathematics
48 ☐ Astronomy
49 ☐ Biology
50 ☐ Chemistry
51 ☐ Computer Science
52 ☐ Engineering Sciences
53 ☐ Geography
54 ☐ Geology
55 ☐ Mathematics
56 ☐ Physics

Social Sciences
57 ☐ Anthropology
58 ☐ Education
59 ☐ Geography
60 ☐ History
61 ☐ Political Science
62 ☐ Psychology
63 ☐ Social Studies
64 ☐ Sociology

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Trade and Design

65 ☐ Appliance Service
66 ☐ Architectural Technology
67 ☐ Automotive Technology
68 ☐ Auto Body Repair
69 ☐ Building Construction
70 ☐ Commercial Art
71 ☐ Computer Assisted Drafting and Design
72 ☐ Drafting
73 ☐ Electronics Technology
74 ☐ Food Service
75 ☐ Interior Design
76 ☐ Landscape Architecture
77 ☐ Machine Shop Technology
78 ☐ Marine Engine/Sport Vehicle Technology
79 ☐ Mechanical Technology
80 ☐ Ventilation and Air Conditioning
81 ☐ Welding

Other *(please specify):*

82 ☐ _____
83 ☐ _____
84 ☐ _____
85 ☐ _____

Which of the above areas interests you the most?
(Select and rank up to five areas and enter their numbers below.)

1st choice _____
2nd choice _____
3rd choice _____
4th choice _____
5th choice _____

If there are specific courses or course topics that you would like to study, write them in the space provided below.

_____
_____
_____

Many individuals who would like to enroll in college courses face certain obstacles which make it difficult for them to actually enroll in and/or attend classes. The following is a list of services which ACC might provide to assist potential students in overcoming their obstacles:

- Career Counseling to assist with life planning and career development.
- Financial Aid representative to answer questions about a variety of local, state, federal, and private programs.
- Personal Counseling to assist with educational planning, health counseling and personal-social development.
- Tutoring in a variety of subjects to provide "academic first aid" to students who are experiencing difficulty with their college courses.

6. How important would each of these services be in your decision to attend classes offered by ACC?
(Please check ONE box ☐ for each service.)

	Very Important	Somewhat Important	Not Important
Career Counseling	1 ☐	2 ☐	3 ☐
Financial Aid	1 ☐	2 ☐	3 ☐
Personal Counseling	1 ☐	2 ☐	3 ☐
Tutoring	1 ☐	2 ☐	3 ☐
Other *(please specify)*: _____	1 ☐	2 ☐	3 ☐

_____

7a. What days of the week would/could you attend classes? *(Check ALL days that you would/could attend.)*

1 ☐ Monday 1 ☐ Tuesday 1 ☐ Wednesday 1 ☐ Thursday 1 ☐ Friday 1 ☐ Saturday 1 ☐ Sunday

b. What time of the day would you prefer to attend class? *(Check ALL times that you prefer.)*

1 ☐ Early morning 1 ☐ Morning 1 ☐ Afternoon 1 ☐ Early evening 1 ☐ Late evening

c. The average class at ACC requires a student to spend about three hours per week in classroom work. With this in mind, how many times a week would it be convenient for you to meet in a class? *(Check ONE response.)*

1 ☐ Once a week (one 3 hour class) 2 ☐ Twice a week (two 1½ hour classes) 3 ☐ Three times a week (three 1 hour classes) 4 ☐ Any of the above

5 ☐ Other *(please specify)*: _____

8. How many classes would you be likely to attend during a fifteen week semester? *(Check ONE response.)*

1 ☐ One class 2 ☐ Two classes 3 ☐ Three classes 4 ☐ Four classes 5 ☐ Five or more classes

9. If you were to enroll in a course related to your job, would your employer reimburse you for all or part of the cost of books and/or instruction? *(Check ONE response.)*

1 ☐ Yes 2 ☐ No 3 ☐ Don't know 4 ☐ Unemployed/not applicable

ABOUT ACC:

10. Have you or a member of your household ever been on the ACC campus? *(Check ONE response.)*

1 ☐ Yes
2 ☐ No *(Skip to Question 11.)*

If yes, why were you or a member of your family on campus? *(Check ALL those that apply.)*

	Myself	Member of family/household
Campus tour	1 ☐	2 ☐
Club meeting	1 ☐	2 ☐
Colorado Gallery of the Arts	1 ☐	2 ☐
Conference or workshop	1 ☐	2 ☐
Credit course	1 ☐	2 ☐
Cultural program, e.g., Theatre Productions	1 ☐	2 ☐
Speaker program	1 ☐	2 ☐
Non-credit course	1 ☐	2 ☐
Sports event	1 ☐	2 ☐
Community activity, e.g., Western Welcome Week	1 ☐	2 ☐
Other *(please specify)*: _____	1 ☐	2 ☐

_____

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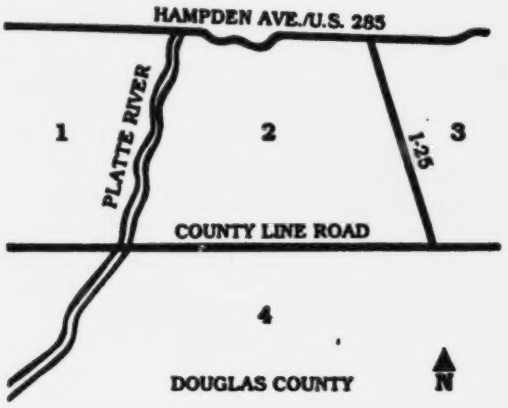

11. Arapahoe Community College currently offers several types of academic instruction. *(Please check EACH type you are aware of.)*

1 ☐ ACC classes offered at the Arapahoe-Douglas Area Vocational School
1 ☐ ACC classes offered over public television
1 ☐ ACC classes offered through newspapers
1 ☐ ACC classes offered at off-campus locations such as the Denver Tech Center, West Middle School, or Deer Creek Junior High
1 ☐ ACC study tours

12. Would you be interested in enrolling for non-credit (special interest) courses?

1 ☐ Yes
2 ☐ No *(Go to Question 13.)*

If yes, list those courses/topics that would interest you.

_____

_____

13. What is the best way to inform you of ACC courses and activities offered in your area? *(Check ALL those that apply.)*

1 ☐ Direct mailings to your home
1 ☐ Ads in local newspapers
1 ☐ Announcements on radio
1 ☐ Posters/announcements placed in the local library
1 ☐ Other *(please specify)*: _____

ABOUT YOU:

14. Using the map above, indicate the zone where you live. *(Check ONE response.)*

1 ☐ Zone 1 2 ☐ Zone 2 3 ☐ Zone 3 4 ☐ Zone 4

15. What is your sex? *(Check ONE response.)*

1 ☐ Female 2 ☐ Male

16. How old are you? *(Check ONE response.)*

1 ☐ Under 18 2 ☐ 18-20 3 ☐ 21-24 4 ☐ 25-34 5 ☐ 35-44 6 ☐ 45-54 7 ☐ 55-64 8 ☐ 65 Years or over

17. Are you presently: *(Check ONE response.)*

1 ☐ Employed 2 ☐ Unemployed* 3 ☐ Retired* 4 ☐ Full-time homemaker*

**If you checked one of these categories skip to Question 21.*

18. What is your present occupation: *(Check ONE response.)*

1 ☐ Business owner, farm owner, or self employed
2 ☐ Clerical or office worker (bookkeeper, cashier, secretary, etc.)
3 ☐ Craftsman/skilled worker (carpenter, printer, electrician, etc.)
4 ☐ Laborer/unskilled worker (general laborer, farm laborer, etc.)
5 ☐ Official or manager (banker, business executive, store manager, etc.)
6 ☐ Operative/semiskilled worker (factory worker, machinist, welder, etc.)
7 ☐ Professional (engineer, lawyer, teacher, etc.)
8 ☐ Sales worker (department store salesperson, real estate agent, etc.)
9 ☐ Service worker (guard, watchman, custodian, etc.)
10 ☐ Technician (computer operator, lab technician, etc.)
11 ☐ Other *(Please specify)*: _____

19. On the average, how many hours per week are you employed? *(Check ONE response.)*

1 ☐ 1-10 hours per week 2 ☐ 11-20 hours per week 3 ☐ 21-35 hours per week 4 ☐ 36 or more hours per week

20. Which of the following best describes the geographical area in which you are employed? *(Check ONE response.)*

1 ☐ Littleton 2 ☐ Downtown Denver 3 ☐ Denver County (other) 4 ☐ Arapahoe County (outside Littleton)
5 ☐ Jefferson County 6 ☐ Douglas County 7 ☐ Other *(please specify)*: _____

21. How many years has it been since you last attended any school? *(Check ONE response.)*

1 ☐ Less than one year 2 ☐ 1-2 years 3 ☐ 3-5 years 4 ☐ 6-10 years 5 ☐ More than 10 years

22. What is the highest level of education you have completed? *(Check ONE response.)*

1 ☐ Eighth grade or less
2 ☐ Some high school
3 ☐ High school graduate
4 ☐ Business or trade school
5 ☐ Some college - no degree
6 ☐ Associate degree
7 ☐ Bachelor's degree
8 ☐ Master's and/or doctor's degree
9 ☐ Other *(please specify)* _____

23. What is the total annual income of your household? *(Check ONE response.)*

1 ☐ Less than $15,000
2 ☐ $15,000-$19,999 per year
3 ☐ $20,000-$24,999 per year
4 ☐ $25,000-$29,999 per year
5 ☐ $30,000-$34,999 per year
6 ☐ $35,000-$39,999 per year
7 ☐ $40,000-$49,999 per year
8 ☐ $50,000 or over per year

24. Please write in the number of people living in your household, including yourself, who are in each of the following age categories. *(If none, write "0".)*

Under 6 years _____ 14-18 years _____ 23-30 years _____ 41-50 years _____
6-13 years _____ 19-22 years _____ 31-40 years _____ Over 50 years _____

How many of these people contribute to your household income? *(Write in the number.)* _____

Is there anything else you would like to tell us about how ACC could improve its educational programs and services to the people in the south metro area? Please attach a separate note and include in mailing envelope.

_____

If you have any questions concerning this survey, please contact the Research Office, 5900 South Santa Fe Drive, Littleton, Colorado 80120, 797-5719.

Thank you for your assistance in completing the questionnaire.

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APPENDIX B

THE FOLLOW UP POSTCARD

Arapahoe
Community College
5900 South Santa Fe Drive
Littleton, Colorado 80120-6998

About ten days ago you should have received an Educational Needs Survey from Arapahoe Community College. We know that you are busy and that you don't need (or want) another intrusion on your time. However, your opinion is very important to the future of ACC. Your responses are also completely confidential.

We hope you might find time to complete this important questionnaire and return it to us in the postage-free envelope you received. If you have misplaced your copy and need another, please phone 797-5719.

James F. Weber
President

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FOR JUNIOR COLLEGES
APR 11 1986